OUR MISSION

To expand the learning community beyond the traditional classroom through access to peer tutors.

OUR PURPOSE

To provide an extended level of assistance to students who wish to receive help with their knowledge and understanding of course-specific content outside of the formal classroom setting.

To provide an opportunity for medical student tutors to reinforce their knowledge and understanding in a particular area of study, while simultaneously tutoring their peers to achieve a level of knowledge and understanding of the course-specific material to feel competent and confident in the classroom performance.

BECOME A TUTOR

Students who qualify and would like to apply to become a tutor should scan the QR code on the right to submit the Become a Peer Tutor Application Form.

Scan the QR code on the left to read more about our peer tutoring program on the Geisel website.

Still have Questions?
Email Geisel Tutoring
Geisel.Tutoring@Dartmouth.edu
Call us at the number below, or stop by our office
THE ROLE OF A TUTOR

TUTORS DO
• Provide one-on-one and/or group tutoring
• Focus on the tutee
• Promote independent learning by coaching the tutee to be active in the learning process so they:
  o Are able to identify the problem & type
  o Understand the vocabulary of the subject
  o Practice the application of mechanisms and principles
  o Perform the work him/herself
  o Solve problem(s) on their own
  o Verbalize what was learned
• Build tutee confidence and excitement to learn
• Provide strategies for grappling with content
• Help refine thinking processes
• Provide assistance in reviewing and understanding subject matter
• Provide assistance in preparing for exams
• Assess the areas where a tutee may need additional assistance
• Provide encouraging and constructive feedback
• Share tips and strategies that are proven to work
• Encourage the tutee to try new strategies

TUTORS DO NOT
• Lecture tutees
• Do a tutee’s work or take home exams for him/her
• Comment negatively to the tutees about professors’ grading policies, their teaching methods, or their personalities

BENEFITS
• Make a positive impact on the student(s) you coach
• Be instrumental in the tutee’s academic skills and strategies
• Keep basic science concepts, mechanisms, and principles fresh in your thinking by imparting your knowledge and expertise to tutees
• Enhance presentation and facilitation skills that are transferable in a variety of personal and professional settings
• Build personal confidence and interpersonal communication skills
• Build tutee confidence and excitement to learn
• Build relationships with students, faculty, and staff
• Receive recognition on the Medical Student Performance Evaluation (MSPE) for residency applications
• Receive tutor training/orientation & compensation for your time

QUALIFICATIONS

TUTORS MUST
• Be available evenings/weekends
• Participate on an at-will basis; tutoring may continue for most of a term, or last only a few weeks, depending on the need of the tutee.
• Be a(n) second-, third- or fourth-year medical student, MD/PhD student, MD/MBA student, or graduate student
• Be a successful learner, exemplifying the model student
• Demonstrate an interest in teaching and tutoring
• Demonstrate outstanding professionalism & student conduct and ability to address concerns
• Possess excellent oral & written communication skills
• Be willing to provide constructive feedback to the tutee and address concerns about that tutee with the Department of Medical Education
• Be willing to meet with a group of other peer tutors and the Learning & Student Accessibility Services Specialist periodically throughout the academic year.
• Understand confidentiality of the tutor/tutee relationship and keep in compliance with FERPA (Family Educational Rights and Privacy Act)

Employment as a tutor is for the current academic year only and may be renewed on a yearly basis.